

SWEET BRIAR COLLEGE



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BULLETIN OF  
ET BRIAR COLLEGE

IN THE FRESHMAN YEAR

1959-60

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**STUDIES IN THE FRESHMAN YEAR** should be used as a supplement to the 1958-59 Sweet Briar catalog

**A**S the first step preliminary to registering for courses at Sweet Briar College, each student is urged to study this pamphlet carefully. It is prepared for the use of freshmen entering the college, and is designed as an introduction to the plan of studies at Sweet Briar and as a guide in the choice of courses for the first year.

Before choosing her studies for the freshman year the student should consider the general plan of her college work, not necessarily choosing her field of concentration, but informing herself about the opportunities which the college offers and considering the relationship between her preparatory work, her freshman course and her later studies so that the whole may have unity, depth and breadth. The student is reminded that the choice she makes this year may influence her subsequent program to a great extent.

The descriptions of courses open to freshmen are published here in more detail than in the college catalog, and an effort has been made to relate the material to preparatory courses and to degree requirements.

# STUDIES IN THE FRESHMAN YEAR

1959-60

BULLETIN OF  
SWEET BRIAR COLLEGE  
SWEET BRIAR VIRGINIA

## *To the Incoming Freshmen:*

Sweet Briar College is a liberal arts college, its objective to provide for its students a liberal education by which they may develop as fully as possible their mental and spiritual capacities and become well-informed and useful members of society. Centuries ago wise men used to talk together about the good life, seeking to define it and to make clear the means by which it could be attained. Young men listened to their discussions and even participated, thus learning to clarify their own ideas by giving expression to them in the presence of able and learned critics. So was born what is known as the liberal education.

In this twentieth century the promotion of the good life is still the aim of liberal education in America, and our liberal arts colleges even now adhere to the Greek ideal of a harmonious development of soul, mind and body. Our goal for you who are now entering Sweet Briar College is that you may achieve this harmonious development, that from the opportunities placed in your way in the four years of your college course you may develop a personality which is well-integrated and disciplined, with an accurate perspective of life, unfettered by prejudice, ignorance or selfish interest, with a quickened realization of your own responsibility to use your powers for the general good, and a keener appreciation of the good, the true and the beautiful.

The term liberal education brings to the mind a concept of a force which liberates the individual through the disciplines of a course of study. Since each of the major disciplines or areas of study has an essential contribution to make to well-balanced development, it is necessary to ensure breadth in the liberal arts course. At Sweet Briar College the Group Plan provides for this by requiring that 48 of the 120 credit hours necessary for the degree be distributed throughout the four groups representing the four major fields of knowledge: Language and Literature, Natural and Mathematical Sciences, Social Sciences, and

the Arts. Obviously the time allotted for this broad survey cannot give more than a comprehensive view, but it is possible to obtain a knowledge of the methods and the basic facts, and thus to know how sound judgments are to be made in each field.

The wider cultural orientation, which is the aim of Sweet Briar College's Group Plan, must be supplemented by a measure of specialization to provide depth and experience of thorough inquiry. This is most important in the making of a truly liberated individual, since it requires a careful use of facts as a basis for correct conclusions, with prejudice and false values eliminated and judgment suspended until the evidence is clear. To assure that the student will dig deep in one area or subject of human inquiry is the purpose of the major plan. Therefore, after spending your first two years in acquiring breadth, you will be selecting a major which will be the center of your attention during the last two years. Whatever may be the major of your choice, the intensive and critical study which it entails is designed to give you an experience and understanding of the ways in which truth, the goal of all good scholarship, is to be discovered. This can serve you well in all that you do in life.

At Sweet Briar College you will only begin your liberal education. If it is to be a vital force in your life it must be continued as long as you live. But in the four years you spend here you can sow the seeds for that continuing growth, and we rejoice to have a share in this beginning of your adventure in learning.

MARY J. PEARL

*Dean*

## FACULTY ADVISERS

The educational plan at Sweet Briar provides counseling by a Faculty Adviser for every student from the beginning of her course to its close. When the student arrives at Sweet Briar to start her freshman year, she meets her Faculty Adviser who helps her plan her academic program for the year. The adviser also stands ready to help the freshman solve any problems of adjustments to the new life at college, to develop good study habits, and in general to fulfill her highest capabilities and make her best contribution to the community life at Sweet Briar. A senior aide, who assists the Faculty Adviser, takes an interest in the freshman's academic progress and helps to interpret the curriculum. A student may also turn to the Resident Counselor living in her dormitory or to the Dean's staff for advice at any time. Other members of the faculty and staff are ready to talk with students about many matters, ranging from health to religion.

At the conclusion of her sophomore year the student chooses her field of concentration, and for the remainder of her college course her adviser is the chairman of the department in which her major field lies. With adjustments to college life now made, the student is likely to find that her relationship to her Faculty Adviser is on a different level from that of the first two years. Intellectual and academic interests now tend to prevail over the more general ones of the earlier years. And often the adviser's guidance reaches beyond the college years to assist the student in her future professional plans.

On both levels the faculty-student relationship made possible through the adviser plan is capable of becoming a sustained and sustaining fellowship between the younger and the more mature members of the college community.

## PLANNING THE FRESHMAN PROGRAM

The curriculum during the first two years is built upon the Group Plan, consisting of the four basic realms of knowledge which comprise the liberal arts education. The specific requirement in each group is stated on pp. 34-36 of the 1958-59 catalog. In order that each student may gain a broader outlook, it is recommended that she choose a specified portion of her work from each of the four groups. Having gained



some breadth in the work of her first two years, she is ready to do concentrated study. In the spring of her second year, she will therefore choose a major field in which to concentrate during her junior and senior years.

A well balanced freshman program will include some courses from each of the first three groups: I, Language and Literature; II, Natural and Mathematical Sciences; III, Social Studies, Philosophy and Religion. It may also include a course in Group IV, the Arts. Within the framework of the Group Plan, there is considerable freedom of choice of subjects open to freshmen. This freedom of choice places responsibility on the student to inform herself about the opportunities open to her and to exercise discrimination in making her choice. In fulfilling the group requirements, a student must have 12 hours in English, 6 in a laboratory science, and 6 in history.

Six hours of Greek or Latin or Classical Civilization are required for the degree. Freshmen may meet this requirement by taking one of the following combinations of courses: Latin 7, 10; 9, 10; 13, 14; Greek 1, 2. The Department of Modern Languages recommends that students who are interested in a language major and do not offer four units of Latin for entrance elect a course in Latin in preference to CLASSICAL CIVILIZATION 191-192.

Each freshman should plan her program to include from 12 to 16 hours each semester. The courses open to freshmen are listed on pages 6 and 7, and are more fully described on pages 10-28 of this booklet.

Most classes which meet three times a week carry three hours of credit a semester. Although a somewhat lighter program may be carried by some students for special reasons, it is advisable for most freshmen to carry at least 25 hours the first year, since a minimum of 25 hours and 25 quality points is required for sophomore standing. The catalog gives complete information about credit hours for each course.

## COURSES OPEN TO FRESHMEN

Unless otherwise indicated, courses listed here carry three hours credit each semester.

### GROUP I—LANGUAGE AND LITERATURE.

- English 1, 2. Freshman Composition.
- English 12. Speech. (second semester)
- English 21-22. (See Group IV).
- French 1-2. Elementary French.
- French 3-4. Intermediate French.
- French 23-24. Survey of French Literature.
- French 31, 32. Elementary French Conversation. (one hour)
- German 1-2. Elementary German.
- German 7-8. Intermediate German.
- Greek 1-2. Elementary Greek.
- Italian 7-8. Introduction to Italian Literature.
- Latin 7. Intermediate Latin. (first semester)
- Latin 9, 10. Selected Latin Literature; Vergil.
- Latin 13, 14. Literature of the Republic and Empire.
- Spanish 1-2. Elementary Spanish.
- Spanish 3-4. Intermediate Spanish.
- Spanish 23, 24. Introduction to Hispanic Literature.
- Spanish 31, 32. Elementary Spanish Conversation.

### GROUP II—NATURAL AND MATHEMATICAL SCIENCES.

- Biology 1, 2. General Biology
- Chemistry 1-2; 3-4. General Chemistry.
- Physics 1-2. General Physics.
- Mathematics 11-12; 13-14. Elementary Mathematical Analysis.
- Mathematics 17-18. Analytic Geometry and Calculus
- Mathematics 116. Descriptive Astronomy.
- Health Education 5. (one hour, first semester)

### GROUP III—SOCIAL STUDIES, PHILOSOPHY AND RELIGION.

- Social Studies 1-2. Introduction to Modern History.
- Social Studies 10. Current Events. (second semester)
- Social Studies 118. Anthropology: A Comparative Study of Cultures. (second semester)
- Economics 101-102. Principles of Economics.
- Government 105-106. Government of the United States.
- History 101-102. Ancient History.



History 111, 112. The United States of America.  
Sociology 101. An Introduction to Sociology. (first semester)  
Sociology 102. Contemporary Social Problems. (second semester)  
Philosophy 107, 108. Problems of Philosophy.  
Philosophy 119. Logic. (first semester)  
Religion 105, 106. The History, Literature, and Religion of the  
Old and New Testaments.

#### GROUP IV—THE ARTS.

Art 1-2. Introduction to the Practice of Art.  
Art. 8. Iconography and Style. (two hours, second semester)  
Art 21-22. Survey of the History of Art.  
English 21-22. History of the Theatre.  
Music 1-2. Elementary Theory and Ear-Training. (one hour)  
Music 21-22. Music in History.  
Music 105-106. Elementary Counterpoint.  
Applied Music. (see pages 26, 28)

#### ADVANCEMENT AND EXEMPTION

Students who have profited by unusual opportunities or who have taken work in advance of the normal entrance requirements may be admitted to more advanced courses by exemption or by achievement examination and in certain cases will be able to absolve departmental and group requirements. Credit towards the Sweet Briar degree may be granted to students who demonstrate unusual proficiency in the examinations.

Students who are considering taking achievement examinations may find information on recommended texts under the course descriptions in this booklet or may write to the Dean for information not included. Requests for permission to take achievement examinations should be made to the Dean before September 1. Examinations will be scheduled during the opening week.

*ENGLISH.* No examination is given, but a few students are exempted from English 1, 2 on the basis of entrance credentials.

If a student is exempted from English 1, 2, FRESHMAN COMPOSITION, she must elect English 103-104, SURVEY OF ENGLISH LITERATURE or English 177, 178, AMERICAN LITERATURE or English 101, 102, INTERMEDIATE COMPOSITION (for students with special aptitude in writing.) Completion of either of the first two courses fulfills the

English requirement for the degree. For the exempted student who elects INTERMEDIATE COMPOSITION in the freshman year, the English requirement is met subsequently by electing, with due regard to prerequisites, six hours exclusively in English or American literature.

Freshmen who have had exceptional preparation in English literature, equivalent to English 103-104, may take an achievement examination covering works of representative authors from the Anglo-Saxon period through the Victorian era. An outline of the work to be covered by the examination is available from the Dean upon request. A suitable text to use in preparation for this examination is Alexander M. Witherspoon's *The College Survey*, Revised edition.

**CHEMISTRY.** Students who are especially interested in science and who have had unusually good preparation in chemistry as shown by scores on College Board tests may be admitted without further examination to Chemistry 109-110, ORGANIC CHEMISTRY.

**MUSIC.** An achievement examination in Music 1-2, ELEMENTARY THEORY AND EAR-TRAINING, is required of all who wish to take applied music for credit. Information about the achievement examination is given on page 26.

**PHYSICS.** Students who have had a course in physics in high school equivalent to Physics 1-2, and who wish to enter an advanced course in college, must submit their laboratory notebooks in order to qualify for an achievement examination.

**SOCIAL STUDIES.** An achievement examination in Social Studies 1-2, INTRODUCTION TO MODERN HISTORY, is offered during the opening week and students who pass this examination must elect six hours of history from courses numbered between 100 and 200 described in the catalog on pages 92-94. This requirement can be met in the freshman year or later.

**HEALTH EDUCATION.** An achievement examination is offered during the opening week and students who pass this examination are exempt from taking Health Education 5, but receive no credit. An outline of the content of the course and a suggested bibliography are available from the Dean upon request.

*OTHER SUBJECTS.* Achievement examinations may also be given in course material in other subjects, such as foreign languages, sciences, economics, and sociology.

## SPEECH REQUIREMENT

An oral test in speech is required of every new student. Students who pass this test have met the speech requirement for graduation. All students whose oral reading is unsatisfactory in clarity, strength, or quality are required to attend corrective conferences. *The speech requirement for graduation must be met in one of these ways by the end of the student's first year at Sweet Briar*, unless the instructor in speech, the College Physician, or the Dean permits an exception.

## PLACEMENT IN FOREIGN LANGUAGE COURSES

Upon entrance, each student takes placement tests in every modern foreign language in which she offers two or more units for admission. In French she will be required to take only the aural test if she has taken the French Reading Test of the College Entrance Examination Board. In Spanish she will not be required to take the placement test if she has taken the Spanish Reading Test of the College Entrance Examination Board. A placement test will be given to students who register for Latin 7 or 9.

No student is required to continue in college the study of any language she offers for entrance. However, if she wishes to continue such a language, either in the freshman year or later in her college course, the placement test is used as a basis for determining what course she will enter. An exceptional student may be placed in an advanced course and a student whose preparation has been faulty will be placed in a course suited to her needs and ability without loss of entrance units.

## FOREIGN LANGUAGE REQUIREMENT

Before graduation a student must demonstrate her proficiency in a foreign language, ancient or modern, by one of the following methods:

1. Completion of a six-hour language course in college for which the minimum prerequisite is three entrance units.
2. Completion of the first two years of one language begun in college.
3. Passing an achievement examination.

Since foreign languages are useful tools in certain fields of specialization both on the undergraduate level and in graduate study, students are advised to give consideration early in their college course to acquiring the requisite language skills for the major field of their choice. The recommendations of each department regarding its major are stated under the department offerings in the catalog. For graduate work French and German are the languages most frequently required.

## COURSES OPEN TO FRESHMEN

### PRESCRIBED COURSES

#### ENGLISH 1, 2. FRESHMAN COMPOSITION.

English 1, 2 is designed to continue and develop the student's secondary school education in writing and to lead her by means of a varied study of the basic forms of literature to an appreciation of the bond between author and reader. The course stresses primarily the need for adequate channels of communication and seeks to meet this need by giving intensive training in writing and discussion. The versatility and adaptability of the English language are presented through a study of fiction, poetry, drama, and the essay, and the student is asked for frequent writing on the basis of these readings.

It is hoped that new fields of interest may be revealed to the freshman, and that she may discover for herself untried paths of thought and expression. This new awareness often leads to creative effort and the deep satisfaction that comes as its reward. Those students who have experienced this intellectual enjoyment and who wish to pursue the specialized study of literature may avail themselves of a carefully planned series of courses in the field of English.

A special section of English 1, 2 is designed for students who show particular interest and ability in creative writing.

#### *FRESHMAN READING LIST*

Considerable reading is required supplementary to English 1, 2. For the convenience of students who wish to begin this during the summer, thus lessening the work of the freshman year, the *FRESHMAN READING LIST* is printed on pp. 29-36 in this booklet.

#### SOCIAL STUDIES 1-2. INTRODUCTION TO MODERN HISTORY.

The purpose of this course is to help students use the past for a better understanding of their own times. It gives fundamental training in the social studies and a foundation for further work in history, economics, government, and sociology. Its organization on the chronological basis of European history also provides a useful frame of reference for the study of English and other literatures, and for the history of art, music, philosophy and science.

The course begins with a survey of the institutions and ideas that are most significant for an understanding of the society and culture of the Middle Ages and Renaissance and their contributions to later ages. The rest of the first semester is devoted to a more detailed study of the period from A.D. 1500 to 1789. The work of the second semester, which covers the period from the beginning of the French Revolution to the present, affords opportunity for fuller investigation of the events, ideas, institutions and problems of modern times, with increasing emphasis on world affairs in the latter part of the course.

The reading assignments include extensive selections from significant source materials, which are chosen both to clarify notable contributions of successive ages to the making of the modern mind, and to illustrate the value of historical documents and literary sources in the study of modern civilization. A substantial portion of the class time is assigned to informal discussion of these source materials.

#### HEALTH EDUCATION.

A first semester course which carries one hour of credit, HEALTH EDUCATION 5, is required of all entering students. This course is intended to supplement previous health education and to indicate the basis for sound health practices. Lectures, reading assignments, the physical and medical examination, and weekly discussion groups stress the application of this knowledge to the individual in her daily living. Information about the achievement examination for possible exemption from this course is given on page 8.

#### PHYSICAL EDUCATION

Before planning their physical education courses for the year, freshmen are urged to read pp. 64-65 of the 1958-59 catalog. It is strongly recommended that the requirement in group sports be fulfilled in the fall season and that one of these group sports be elected for credit then.

During the opening week, all freshmen are given physical examinations and unless restricted because of health, they may then take part not only in various activities elected for credit but also in others for further instruction or recreation. Sports, dance and outing activities are an integral part of the life at Sweet Briar and students find them an excellent source of recreation and a means of getting acquainted with students from other classes.



## ELECTIVE COURSES

### GROUP I—LANGUAGE AND LITERATURE

The attention of students is called to the degree requirement in foreign language, described on page 9.

#### ENGLISH

##### 21-22. HISTORY OF THE THEATRE

For a description of this course, see p. 26.

##### 12. SPEECH.

This course in fundamentals deals with the basic principles involved in expressive speech. The student studies the theories of voice and diction, oral reading, and public speaking and has the opportunity to apply these theories in speeches delivered to the class.

The course attempts to show the means to clear, pleasant, flexible speech; offers directed practice in different forms of oral communication; and provides a sound basis for learning the speech of other countries. In addition, the study of speech directs the mind to a precise understanding of any material which is to be spoken, for what is not well understood cannot be well said. To achieve this objective, instruction is given in the analysis of prose, poetry, and drama.

Open to all students, including freshmen, by permission of the instructor. Offered in the second semester.

#### GREEK AND LATIN

Students who do not take at least one year (6 hours) of Greek or Latin in college are required to take CLASSICAL CIVILIZATION 191-192, preferably before the senior year. This course is *not* open to freshmen.

#### GREEK

##### 1-2. ELEMENTARY GREEK.

The fundamentals of Greek grammar are studied, on the basis of Homeric forms, so that in the second semester the major part of the course can be devoted to the reading of selections from Homer's *Odyssey*. It is advisable that freshmen who elect this course have four units

of Latin for entrance. If a freshman who presents less than four entrance units of Latin wishes to elect it, she should consult the head of the department.

## LATIN

### 7. INTERMEDIATE LATIN.

Selections from Latin prose authors which relate to episodes in the history of Rome from the beginning of the Republic to the establishment of the Empire and which illustrate the character of the Roman people will be read. The reading will be combined with a thorough review of grammar and practice in Latin composition, planned especially for students who studied Latin one or more years ago. On the completion of this first semester course students may enter Latin 10.

Open to students who offer two units of Latin for entrance.

### 9, 10. SELECTED LATIN LITERATURE; VERGIL.

In the first semester the reading will be chiefly from Cicero's letters, which permit the reader to appreciate the man and his period in a manner quite different from that presented in his orations. In the second semester the students will be introduced to Latin poetry through the reading of selections from Vergil's *Aeneid*. Emphasis will be placed on appreciative understanding of the *Aeneid* as a national epic and a literary masterpiece. Latin composition will accompany the reading and at the beginning of the first semester there will be a short review of basic forms and syntax.

Open to students who offer three units of Latin for entrance.

### 13, 14. LITERATURE OF THE REPUBLIC AND EMPIRE.

The reading of the first semester will be the *Menaechmi* of Plautus and selections from the *Epigrams* of Martial. Through the *Menaechmi* the student is introduced to colloquial Latin and Roman comedy. The epigrams of Martial, with wit and penetrating observation, present a picture of Roman life in the latter half of the first century A. D. which is rich in detail and interest.

During the second semester Horace's *Odes* and *Epodes* will be read. Horace is the lyric poet of the Augustan Age, whose verses of exquisite workmanship and many memorable phrases have greatly influenced European literature.

Open to students who offer four units of Latin for entrance.

## MODERN LANGUAGES

### FRENCH

#### 1-2. ELEMENTARY FRENCH.

A thorough study of the essentials of grammar, accompanied by emphasis on the spoken language both in the classroom and in the laboratory. In addition, reading assignments are made with a view to increasing the students' vocabulary. The class will meet three times a week in the classroom and twice in the Language Laboratory.

#### 3-4. INTERMEDIATE FRENCH.

The reading of a twentieth century play gives the opportunity for conversation based on the most up-to-date idioms and expressions. This is followed by a study of a novel, poems and short stories, as well as studies in French culture and civilization. Drill in pronunciation and grammar throughout the year should enable the student to acquire a good foundation in spoken and written French.

Open to students who offer two units of French for entrance.

#### 23-24. SURVEY OF FRENCH LITERATURE.

A study of the development of trends in literature in relation to social, historical, and religious conditions in France from the Middle Ages through the nineteenth century. Selections from representative French authors are read and discussed.

Open to students offering three units of French for entrance.

#### 31, 32. ELEMENTARY FRENCH CONVERSATION.

Open to students who elect French 3-4 concurrently.

## GERMAN

### 1-2. ELEMENTARY GERMAN.

A thorough study of the essentials of grammar. Exercises in reading and oral drills are presented in such a way as to encourage the students to speak German from the beginning. In addition, stories of average difficulty are read with a view to increasing the students' vocabulary.

### 7-8. INTERMEDIATE GERMAN.

This course is designed to help the student to acquire some ease in expressing herself in written and oral German and to become acquainted with representative German authors. A part of the course will be devoted to a systematic review of grammar, word formation and analysis of sentence construction.

Open to students offering two or three units of German for entrance.

## ITALIAN

### 7-8. INTRODUCTION TO ITALIAN LITERATURE.

This course is designed to help the student acquire some ease in expressing herself in Italian. The readings are so chosen as to constitute the framework of a study of the development of Italian literature. In the second semester more stress is laid on composition.

Open to students who offer two or three units of Italian for entrance.

## SPANISH

### 1-2. ELEMENTARY SPANISH.

Those students who are seriously interested in learning to speak Spanish are urged to enroll in this course, in which special emphasis is placed on oral work. The class will meet five times a week, three hours in the classroom, two hours in the Language Laboratory.

#### 3-4. INTERMEDIATE SPANISH.

This course is designed to help the student to acquire some ease in expressing herself in written and oral Spanish and to become acquainted with representative Spanish authors of modern times. A part of the course will be devoted to a systematic review of pronunciation, grammar, verb drills and theme writing.

Open to students who offer two or three units of Spanish for entrance.

#### 23, 24. INTRODUCTION TO HISPANIC LITERATURE.

For students who wish to continue with more advanced study of Spanish literature as well as for those whose major interests lie in other fields, this general chronological survey of the literature of Spain and of South America serves as a good foundation. A minimum study of grammar is included to aid students in reading, writing, and speaking the language accurately.

#### 31, 32. ELEMENTARY SPANISH CONVERSATION.

Open to students who elect Spanish 3-4 concurrently.

## GROUP II—NATURAL AND MATHEMATICAL SCIENCES

### BIOLOGY

#### 1, 2. GENERAL BIOLOGY.

Knowledge of living organisms, plant and animal, helps us to understand the great principles which unite the living world, of which man is a part. The course in biology, using representative plants and animals as examples, introduces the student to the principles concerned in growth, reproduction, response to the environment, inheritance, evolution, and other features so characteristic of the living organism. Through an understanding of the economy and balance in nature the student acquires an appreciation of the influence of other living forms on man, and the ultimate dependence of man on other forms of life.

The laboratory work includes examination, gross and microscopic, of representatives of the great groups of the plant and animal kingdoms, experiments to show how these organisms accomplish what they do, and field trips where the student can see the varieties of living forms in their own environments.

### CHEMISTRY

#### 1-2, 3-4. GENERAL CHEMISTRY.

Chemistry is a study of the elements which comprise all matter whether earth, plant, or animal. These elements may be metals, like copper and aluminum, or non-metals, such as carbon and oxygen. A knowledge of these elementary substances and their compounds, and of the general laws controlling their reactions, enables us to understand many daily chemical phenomena: why silver becomes tarnished and iron rusts; why coal burns and why chlorine is a bleach.

This course introduces the student to the compounds of carbon which compose all living organisms. It also includes a study of the invisible particles called atoms which make up every substance, and of the differences in the structure of these atoms which account for their characteristic properties. In this new era of atomic energy such information is especially pertinent.



Chemistry 1-2 is designed for beginners. No special background or skill in mathematics is required, and the stress is placed on understanding the laws governing chemical reactions rather than on memorizing unrelated facts.

Chemistry 3-4 is very similar to Chemistry 1-2 but is designed for those students who have had an introduction to chemistry in secondary school. All basic material is covered again, and new material is introduced. Some subjects are studied more thoroughly than is possible either in Chemistry 1-2 or in secondary school courses. From the very beginning, atomic structure and the periodic table are used as a basis for explaining and predicting the properties of the elements.

## PHYSICS

### 1-2. GENERAL PHYSICS.

Physics is the study of natural laws. It answers questions based on observations such as why objects fall towards the earth or why an electric fuse blows. Some of the principles which are discussed are those upon which is based the functioning of common household items, such as: pressure cookers, refrigerators, heating systems, musical instruments, radio and television. This course also takes up explanations of how electric motors function, how airplanes fly, and how satellites are put into orbit. It includes the study of light and colors and the instruments that help our eyes such as eye glasses, microscopes and cameras. It deals with the atom and its nucleus and the ways by which atomic and nuclear energy can be used in war and peace. It gives the student practice in the laboratory in handling delicate instruments, in hooking up electric circuits, in performing accurate measurements. In short, it makes the student aware of the great advances in knowledge that underlie our present-day life.

## MATHEMATICS

### 11-12, 13-14. ELEMENTARY MATHEMATICAL ANALYSIS.

Students in a liberal arts college elect mathematics with various objectives in mind. Some wish merely to explore the field of mathe-

matics; some, whose interest already lies in the physical and natural sciences, require knowledge of mathematics as a tool for scientific work; and some are led by previous interest to further study.

ELEMENTARY MATHEMATICAL ANALYSIS attempts to meet the needs of all three groups in presenting the essentials of college algebra, trigonometry, analytic geometry, and elementary calculus. It is intended to correlate closely the topics mentioned as well as to show their relationships to other fields of endeavor.

Mathematics 13-14 is designed for the student who offers for entrance two units of algebra and one of plane geometry. Mathematics 11-12 is designed for the student who offers one-half unit of trigonometry in addition to the algebra and geometry mentioned.

#### 17-18. ANALYTIC GEOMETRY AND CALCULUS.

To those students who enter with four units of mathematics including trigonometry and whose College Entrance Examination Board Scores and records in high school are high, opportunity is given to accelerate by taking Analytic Geometry and Calculus.

#### 116. DESCRIPTIVE ASTRONOMY.

This descriptive course deals with the solar system and stellar astronomy. It includes a study of constellations and the use of telescopes. Occasional observation periods are scheduled in the evening, to supplement the three weekly lecture hours.

## GROUP III—SOCIAL STUDIES, PHILOSOPHY, RELIGION

In this section are described courses offered to freshmen in the Division of Social Studies and the departments of Philosophy and Religion.

Social Studies 1-2, INTRODUCTION TO MODERN HISTORY, is the basic course for the Division of Social Studies and is prerequisite to all other courses in the division. Students are strongly advised to take Social Studies 1-2 in the freshman year. This course satisfies the degree requirement of six hours of history under Group III.

Students may be exempted from Social Studies 1-2 by passing an achievement examination. Students thus exempted must elect six hours of history from courses numbered between 100 and 200 in the freshman year or later.

Economics 101-102, PRINCIPLES OF ECONOMICS, or Government 105-106, GOVERNMENT OF THE UNITED STATES, or History 101-102, ANCIENT HISTORY, or History 111, 112, THE UNITED STATES OF AMERICA, or Sociology 101, AN INTRODUCTION TO SOCIOLOGY, or 102, CONTEMPORARY SOCIAL PROBLEMS, may be elected by freshmen who are taking Social Studies 1-2 or by those who are exempted from this course by passing an achievement examination.

### ECONOMICS

#### 101-102. PRINCIPLES OF ECONOMICS.

The course in PRINCIPLES OF ECONOMICS pictures for the student the complex system of institutions such as factories, corporations, markets and prices which make up the present economic order and provides an introduction to the literature dealing with principles of economics. At the beginning of the year the historical growth of the system and the parallel development of explanations of its workings are stressed. Throughout, the course aims to emphasize the connection of economics with other studies and to help the student to relate them. A bibliography is provided which should suggest new fields of exploration for those who wish to continue their study.

A limited number of freshmen are admitted to the course in PRINCIPLES OF ECONOMICS, with permission of the instructor. It is advisable that students who enter the course as freshmen should have had Ameri-

can, English, or European history in the last two years of preparatory school, or a social studies course or other preparation or experience which has made them wish to understand the workings of the economic system.

#### GOVERNMENT

##### 105-106. GOVERNMENT OF THE UNITED STATES.

This course considers the organization and institutions of our government in their historical setting. Emphasis is laid upon the fundamental issues and problems of our democratic system of government. Early and current source materials are used, and students are given an opportunity for the exercise of critical judgment upon present-day problems. A limited number of freshmen will be admitted with the permission of the instructor.

#### HISTORY

##### 101-102. ANCIENT HISTORY.

A general survey of the ancient Near East, Greece and Rome, with emphasis on the leading characteristics of ancient societies and governments and their influence on later periods. Specially qualified freshmen are admitted by permission of the instructor.

##### 111. THE UNITED STATES OF AMERICA: FROM THE PERIOD OF DISCOVERIES TO 1865.

##### 112. THE UNITED STATES OF AMERICA: 1865 TO THE PRESENT.

These two closely related survey courses are basic to the study of American history. They are one-semester courses, open to a limited number of freshmen, with the permission of the instructor.

#### SOCIAL STUDIES

##### 10. CURRENT EVENTS.

Offered in the second semester, this one-hour course gives an analysis of outstanding news of the contemporary national and international scene.

##### 118. ANTHROPOLOGY: A COMPARATIVE STUDY OF CULTURES.

A wide variety of contemporary cultures is studied, ranging from very simple primitive societies to segments of complex industrialized nations. Emphasis is placed on methods of observation and analysis which are useful in understanding the habits and values in different cultures.

Second semester. Open to freshmen with permission of the instructor.

### SOCIOLOGY

#### 101. AN INTRODUCTION TO SOCIOLOGY.

AN INTRODUCTION TO SOCIOLOGY deals with people and their social problems: the relative importance of geography, biological heredity, culture, and group life in the development of human personality; race; social classes; the function of social institutions such as the family, religion, economic organization, recreation and government; our changing population; and methods of social control. This course gives the basic material upon which all other sociology courses are built.

A limited number of freshmen are admitted to Sociology 101 with permission of the instructor.

#### 102. CONTEMPORARY SOCIAL PROBLEMS.

In the second semester a few selected social situations, about which a great many people are disturbed, are explored. The emphasis is on basic causes which arise from ways in which society is organized, how it distributes prestige and maintains harmonious relationships between its various elements, and the failures of social institutions to adapt to social change. Some of the contemporary social problems studied include family disorganization, health and medical care, industrial relations, poverty and unemployment, race conflict, and crime. This course gives the foundation for more advanced courses such as ETHNIC RELATIONS, DELINQUENCY AND CRIME, AN INTRODUCTION TO SOCIAL WORK, and LABOR PROBLEMS.

Sociology 101 is prerequisite to this course.

### PHILOSOPHY

#### 107, 108. PROBLEMS OF PHILOSOPHY.

A study of classical and contemporary formulations of the problems of knowledge, value, time, and being. This course is designed to acquaint the student with the methods of philosophical analysis. The class meets three hours a week.

#### 119. LOGIC.

An examination of classical and modern symbolic logic designed to develop a consistent philosophic method. This class meets three hours a week in the first semester.

## RELIGION

Students and instructors in the religion classes at Sweet Briar come from diverse denominational backgrounds. Emphasis is placed upon basic aspects of the material studied and its relation to the whole of the cultural heritage with which a liberal arts education deals. In matters of interpretation and appraisal, students are encouraged to exercise independence of thought while respecting the convictions of others. They may thus find what religion can mean in their own lives and how they can take a constructive part in the religious life of their own day.

### 105, 106. THE HISTORY, LITERATURE, AND RELIGION OF THE OLD TESTAMENT AND OF THE NEW TESTAMENT.

The course open to freshmen is the introductory study of the Bible, which underlies all of the other courses in religion. In connection with its central religious purpose, the Biblical material offers opportunity for literary appreciation, historical analysis, ethical evaluation, and philosophic insight.

Throughout the history of the Hebrew people are seen issues comparable to those faced today, such as the clash and interplay of cultures, the struggle against military or economic imperialism, the motives and influence of the men who shaped or destroyed their own nation, and the defense of the oppressed by prophets who challenged each generation in the name of the God of righteousness. Stories, poems, laws, and prayers, all reveal a people's growing understanding of God's relation to their group life and to the individual's inner search for what is lasting and satisfying.

In the New Testament, this understanding finds a focus and culmination in Jesus. The Gospels show how his teaching and healing and uncompromising decisions drew some to follow him and made others seek his death. The book of Acts indicates how the movement that centered in him burst the barriers of race and spread throughout the Roman Empire. Paul's letters present the inner experience of faith in Christ and its outer results in transforming human relations, while the later New Testament writings shed some new light on how the Christian communities met their internal problems and external dangers, and how they thought out the meaning of their faith.



## GROUP IV—THE ARTS

### ART

In the Department of Art there are two one-year courses open to freshmen: Art 1-2, *Introduction to the Practice of Art*, Art 21-22, *Survey of the History of Art*, and one second semester course, Art 8, *Iconography and Style*. Either Art 1-2 or Art 21-22 fulfills the degree requirement in Group IV. Art 21-22 is the basis for the major and should therefore be elected in either the freshman or the sophomore year by any student planning to major in Art.

#### 1-2. INTRODUCTION TO THE PRACTICE OF ART.

Drawing, painting, and modelling are used to study such problems as texture, value, perspective, and basic principles of composition. Since these elements are the foundation for further work in the studio, this course serves as the prerequisite for more advanced work in the practice of art. The course progresses from studies of the two-dimensional surface in pen, pencil, conte crayon, water-color, and oil to problems of three dimensions using paper sculpture and clay models.

#### 8. ICONOGRAPHY AND STYLE.

A study of a selected number of major artists and their work, emphasizing the use of classical and religious subject matter and methods of analyzing problems of content and style.

#### 21-22. SURVEY OF THE HISTORY OF ART.

This course is a general introduction to the history of art with emphasis on the art of the western world and as such constitutes a basis for the major and a foundation for advanced courses in various fields of art.

The principal periods of art are considered chronologically with the varying styles of architecture, painting and sculpture discussed in relation to political, cultural and social history. Open to all students, the course is conducted by means of lectures and discussions always based on the analysis of slides and photographs as an introduction to the works of art themselves. The aim of the course is to provide an initial experience of great works of art and to suggest ways of understanding them.

Students who have had a substantial course in the history of art in secondary school may apply for the achievement examination in Art 21-22 *before September 1*. The text used in this course is Robb and Garrison, *Art in the Western World*, 1952 edition. Students who pass the achievement examination in Art 21-22 may take any advanced course in art with the approval of the department.

## DRAMA

### English 21-22. HISTORY OF THE THEATRE.

This course is based on a chronological study of the history of the theatre from the fifth century B.C. to the current year. Drama and its presentation in the major countries of the world is studied by reading the significant plays of the important playwrights. These plays are discussed in connection with the theatre structures in which they were originally produced, the style of acting used, and the techniques of production employed. The great periods in the history of the theatre are investigated in relation to the social, political, religious and economic factors which determined them.

This course is open to all students. It fulfills the degree requirement in Group IV, and is the prerequisite to the interdepartmental major in Drama. This major includes courses in the departments of art, English, Greek and Latin, modern languages, music, and philosophy. Those students interested in the study of drama and theatre are advised to enter English 21-22 in the freshman or sophomore year.

## MUSIC

Courses in (a) history or theory of music and (b) applied music (piano, voice, organ) are open to freshmen. Students who wish to take applied music are advised to begin in the freshman year. Of the courses listed here, Music 1-2 and applied music do not fulfill the degree requirement in Group IV.

Those who intend to take applied music for credit must pass an examination as described on page 77 of the catalog. In addition they must enroll in a course in the history or theory of music. Music 1-2, **ELEMENTARY THEORY AND EAR-TRAINING**, is especially recommended for students of applied music, unless they are able to pass an achieve-

ment examination in the fall before they register in the department. The textbook used in this course and which may be used as preparation for this test is *Elementary Music Theory* by Ralph Fisher Smith. The test covers the material of the entire course, but if only the material of the first semester is passed, the student may enter the course at the beginning of the second semester. If she has passed the achievement examination for the first semester of Music 1-2 and also passed the credit examination in applied music she may omit the first semester of Music 1-2 and still receive credit for applied music. For those who pass the test in its entirety a more advanced course in theory, Music 105-106, ELEMENTARY COUNTERPOINT, is offered.

Another course offered to freshmen is Music 21-22, MUSIC IN HISTORY, a survey which presents an interesting correlation with general history.

Music students are advised to take courses in Italian, French or German as early as possible.

#### 1-2. ELEMENTARY THEORY AND EAR-TRAINING.

This course aims to give the student a thorough knowledge of the rudiments of music and the necessary background for all the other courses in the music department. The student learns to construct and recognize all forms of scales, intervals and simple chords. Sight-singing and ear-training are integral parts of the course.

An examination given for possible exemption from this course is described in the introductory paragraphs above.

#### 21-22. MUSIC IN HISTORY.

The course is designed as an introduction to music literature. Emphasis is laid upon the great periods in music history in relation to the social, political, religious and economic factors which determined them. It is conducted by means of lectures, discussions and musical illustrations. Regular listening hours are scheduled. The course is intended for the general student as well as for those who expect to continue music study. The texts are *An Introduction to Music*, by David D. Boyden and *Masterpieces of Music Before 1750* by Parrish and Olds. This course meets the degree requirements for Group IV and is a prerequisite for more advanced courses in music history.

#### 105-106. ELEMENTARY COUNTERPOINT.

This course is planned to acquaint the student with the concepts and techniques of the polyphonic music of the sixteenth century out of which the classic and modern usages grew. The meaning of key and of mode, the function of each note in the key, rhythmic functions, the use of consonance and dissonance are all investigated in their relation to the writing of melody. This study includes the writing of two-, three-, and four-part counterpoint and aims to lay the broad foundation for the subsequent study of harmony and composition.

Open to new students who pass the achievement test in Music 1-2.

#### APPLIED MUSIC.

Entering students who plan to study applied music in college should read carefully the statements under Applied Music on pages 77 and 78 of the catalog. It is sometimes impossible to grant college credit to freshmen in the first semester because they do not offer upon entrance the required material. Students who wish to take applied music without credit must consult with and be advised by the department.

Students interested in playing in an instrumental ensemble may join the chamber music group on campus, and are also afforded opportunity for participation in larger groups in Lynchburg. The choir offers unusual opportunities for those who enjoy choral singing.

*Keep This List For Reference*

## FRESHMAN READING LIST

Supplementary reading required for English 1, 2, must be chosen from this list. Entering students are urged to begin reading during the summer.

### BIOGRAPHIES, DIARIES AND LETTERS

Minimum requirement: 500 pages

Allen, Hervey . . . . .	ISRAFEL: THE LIFE AND TIMES OF EDGAR ALLAN POE
Arblay, Mme. d' . . . . .	DIARY AND LETTERS
Arvin, Newton . . . . .	HERMAN MELVILLE
Barrie, J. M. . . . .	MARGARET OGILVY
Bowen, Catherine Drinker . . . . .	YANKEE FROM OLYMPUS
Buchan, John . . . . .	PILGRIM'S WAY
Byron, G. G. <i>lord</i> . . . . .	LETTERS
Chesterton, G. K. . . . .	ST. FRANCIS OF ASSISI
Chute, Marchette . . . . .	SHAKESPEARE OF LONDON
Clemens, Samuel . . . . .	LIFE ON THE MISSISSIPPI
Curie, Eve . . . . .	MADAME CURIE
Franklin, Benjamin . . . . .	AUTOBIOGRAPHY
Garland, Hamlin . . . . .	SON OF THE MIDDLE BORDER
Glasgow, Ellen . . . . .	THE WOMAN WITHIN
Guedalla, Philip . . . . .	BONNET AND SHAWL
Holt, Rackham . . . . .	GEORGE WASHINGTON CARVER
Hudson, W. H. . . . .	FAR AWAY AND LONG AGO
Johnson, Thomas H. . . . .	EMILY DICKINSON
Keats, John . . . . .	SELECTED LETTERS
Kelly, Amy . . . . .	ELEANOR OF AQUITAINE
Lagerlöf, Selma . . . . .	MARBACKA
Ludwig, Emil . . . . .	THREE TITANS
Marsh, E. H. . . . .	RUPERT BROOKE: A MEMOIR
Maugham, W. S. . . . .	THE SUMMING UP
Maurois, André . . . . .	BYRON
Maurois, André . . . . .	OLYMPIO: THE LIFE OF VICTOR HUGO
Prescott, H. F. M. . . . .	MARY TUDOR
Sandburg, Carl . . . . .	ABRAHAM LINCOLN, THE PRAIRIE YEARS
Steffens, Lincoln . . . . .	AUTOBIOGRAPHY
Stevenson, Elizabeth . . . . .	HENRY ADAMS

Stewart, Randall . . . . .	NATHANIEL HAWTHORNE
Strachey, G. L. . . . .	EMINENT VICTORIANS
Strachey, G. L. . . . .	QUEEN VICTORIA
White, N. I. . . . .	PORTRAIT OF SHELLEY

## NOVELS

Minimum requirement: 500 pages

Austen, Jane . . . . .	EMMA
Austen, Jane . . . . .	PRIDE AND PREJUDICE
Bennett, Arnold . . . . .	THE OLD WIVES' TALE
Blackmore, R. D. . . . .	LORNA DOONE
Bowen, Elizabeth . . . . .	THE DEATH OF THE HEART
Bowen, Elizabeth . . . . .	THE HOUSE IN PARIS
Brontë, Charlotte . . . . .	JANE EYRE
Brontë, Emily . . . . .	WUTHERING HEIGHTS
Bryher, Winifred <i>pseud.</i> . . . .	THE PLAYER'S BOY
Butler, Samuel . . . . .	THE WAY OF ALL FLESH
Cather, Willa . . . . .	DEATH COMES FOR THE ARCHBISHOP
Cather, Willa . . . . .	MY ANTONIA
Conrad, Joseph . . . . .	LORD JIM
Conrad, Joseph . . . . .	VICTORY
Cooper, J. F. . . . .	THE PRAIRIE
Crane, Stephen . . . . .	THE RED BADGE OF COURAGE
Dickens, Charles . . . . .	GREAT EXPECTATIONS
Dos Passos, John . . . . .	MANHATTAN TRANSFER
Dostoevski, Fedor . . . . .	THE POSSESSED
Douglas, Norman . . . . .	SOUTH WIND
Dreiser, Theodore . . . . .	SISTER CARRIE
Eaton, Evelyn . . . . .	THE SEA IS SO WIDE
Eliot, George <i>pseud.</i> . . . .	THE MILL ON THE FLOSS
Farrell, James T. . . . .	STUDS LONIGAN
Faulkner, William . . . . .	INTRUDER IN THE DUST
Faulkner, William . . . . .	SARTORIS
Fitzgerald, F. Scott . . . . .	THE GREAT GATSBY; TENDER IS THE NIGHT; THE LAST TYCOON
Flaubert, Gustave . . . . .	MADAME BOVARY
Forster, E. M. . . . .	A PASSAGE TO INDIA



Galsworthy, John . . . . .	THE FORSYTE SAGA
Gaskell, Elizabeth . . . . .	CRANFORD
Glasgow, Ellen . . . . .	VEIN OF IRON
Godden, Rumer . . . . .	BLACK NARCISSUS
Greene, Graham . . . . .	THE HEART OF THE MATTER
Hardy, Thomas . . . . .	FAR FROM THE MADDING CROWD
Hardy, Thomas . . . . .	TESS OF THE D'URBERVILLES
Hawthorne, Nathaniel . . . . .	THE HOUSE OF THE SEVEN GABLES
Hemingway, Ernest . . . . .	A FAREWELL TO ARMS
Hemingway, Ernest . . . . .	THE SUN ALSO RISES
Heyward, Du Bose . . . . .	PORGY
Howells, William Dean . . . . .	THE RISE OF SILAS LAPHAM
Hudson, W. H. . . . .	GREEN MANSIONS
Hughes, Richard . . . . .	THE INNOCENT VOYAGE
Huxley, Aldous . . . . .	BRAVE NEW WORLD
James, Henry . . . . .	THE AMBASSADORS
James, Henry . . . . .	THE BOSTONIANS
James, Henry . . . . .	GREAT SHORT NOVELS
Kafka, Franz . . . . .	THE CASTLE
Kipling, Rudyard . . . . .	KIM
Lawrence, D. H. . . . .	SONS AND LOVERS
Lewis, Sinclair . . . . .	ARROWSMITH
Mann, Thomas . . . . .	BUDDENBROOKS
Marquand, J. P. . . . .	THE POINT OF NO RETURN
Maugham, W. S. . . . .	OF HUMAN BONDAGE
Melville, Herman . . . . .	MOBY DICK
Meredith, George . . . . .	THE ORDEAL OF RICHARD FEVEREL
Muntz, Hope . . . . .	THE GOLDEN WARRIOR
Norris, Frank . . . . .	THE OCTOPUS
Orwell, George . . . . .	NINETEEN EIGHTY-FOUR
Paton, Alan . . . . .	CRY, THE BELOVED COUNTRY
Reade, Charles . . . . .	THE CLOISTER AND THE HEARTH
Scott, Sir Walter . . . . .	THE HEART OF MIDLOTHIAN
Short, R. W. <i>ed.</i> . . . .	FOUR GREAT AMERICAN NOVELS
Steinbeck, John . . . . .	THE GRAPES OF WRATH
Steinbeck, John . . . . .	TORTILLA FLAT
Stevenson, R. L. . . . .	THE MASTER OF BALLANTRAE
Thackeray, William . . . . .	VANITY FAIR

Tolstoy, Leo . . . . .	ANNA KARENINA
Undset, Sigrid . . . . .	THE BRIDAL WREATH
Warren, R. P. . . . .	ALL THE KING'S MEN
Wharton, Edith . . . . .	THE HOUSE OF MIRTH
Wilder, Thornton . . . . .	THE IDES OF MARCH
Wolfe, Thomas . . . . .	LOOK HOMEWARD, ANGEL
Woolf, Virginia . . . . .	MRS. DALLOWAY

## SHORT STORIES

Minimum requirement: 8 stories

Anderson, Sherwood . . . . .	THE PORTABLE SHERWOOD ANDERSON
Cather, Willa . . . . .	A LOST LADY
Cather, Willa . . . . .	YOUTH AND THE BRIGHT MEDUSA
Chekhov, Anton . . . . .	THE PORTABLE CHEKHOV
Clemens, Samuel . . . . .	THE PORTABLE MARK TWAIN
Conrad, Joseph . . . . .	THE PORTABLE CONRAD
Dinesen, Isak <i>pseud.</i> . . . .	SEVEN GOTHIC TALES
Dostoevski, Fedor . . . . .	SHORT STORIES
Faulkner, William . . . . .	COLLECTED STORIES
Forster, E. M. . . . .	COLLECTED TALES
Gordon, Caroline and Allen Tate <i>eds.</i> . . . .	THE HOUSE OF FICTION
Grau, Shirley . . . . .	THE BLACK PRINCE AND OTHER STORIES
Greene, Graham . . . . .	NINETEEN STORIES
Harte, Bret . . . . .	THE LUCK OF ROARING CAMP
Hawthorne, Nathaniel . . . . .	THE PORTABLE HAWTHORNE
Heilman, R. B. <i>ed.</i> . . . .	MODERN SHORT STORIES
Hemingway, Ernest . . . . .	SHORT STORIES
Henry, O. <i>pseud.</i> . . . .	SELECTED STORIES
James, Henry . . . . .	SHORT STORIES
Joyce, James . . . . .	THE PORTABLE JAMES JOYCE
Kafka, Franz . . . . .	SELECTED SHORT STORIES
Kipling, Rudyard . . . . .	KIPLING'S BEST
Mann, Thomas . . . . .	STORIES OF THREE DECADES
Mansfield, Katherine . . . . .	SHORT STORIES
Maupassant, Guy de . . . . .	SHORT STORIES
Melville, Herman . . . . .	THE PORTABLE MELVILLE
Munro, H. H. . . . .	SHORT STORIES OF SAKI

O'Connor, Frank <i>pseud.</i>	MORE STORIES
Poe, E. A.	TALES OF MYSTERY AND IMAGINATION
Porter, K. A.	FLOWERING JUDAS
Salinger, J. D.	NINE STORIES
Saroyan, William	SELECTED SHORT STORIES
Steinbeck, John	THE PORTABLE STEINBECK
Stevenson, R. L.	NEW ARABIAN NIGHTS
Wells, H. G.	SHORT STORIES
Welty, Eudora	A CURTAIN OF GREEN
Wharton, Edith	ETHAN FROME
Wilder, Thornton	THE BRIDGE OF SAN LUIS REY
Williams, William Carlos	MAKE LIGHT OF IT
Yarmolinsky, Avrahm <i>ed.</i>	A TREASURY OF GREAT RUSSIAN STORIES

## MISCELLANEOUS PROSE

Minimum requirement: 400 pages

Arnold, Matthew	LITERARY AND CRITICAL ESSAYS
Bacon, Francis	ESSAYS
Beebe, C. W.	EDGE OF THE JUNGLE
Beerbohm, Max	AND EVEN NOW
Benedict, Ruth	PATTERNS OF CULTURE
Bentley, Eric	IN SEARCH OF THEATRE
Carson, Rachel	THE SEA AROUND US
Cash, W. J.	THE MIND OF THE SOUTH
Chesterton, G. K.	TREMENDOUS TRIFLES
Clemens, Samuel	INNOCENTS ABROAD
Clemens, Samuel	A TRAMP ABROAD
Coleridge, S. T.	LECTURES ON SHAKESPEARE
Dana, R. H.	TWO YEARS BEFORE THE MAST
Dinesen, Isak <i>pseud.</i>	OUT OF AFRICA
Drew, Elizabeth	DISCOVERING POETRY
Emerson, R. W.	ESSAYS, FIRST AND SECOND SERIES
Grimble, Arthur Francis	WE CHOSE THE ISLANDS
Hamilton, Frederick <i>lord</i>	VANISHED POMPS OF YESTERDAY
Haydn, Hiram <i>ed.</i>	THE PORTABLE ELIZABETHAN READER
Hazlitt, William	CHARACTERS OF SHAKESPEARE'S PLAYS
Hearn, Lafcadio	GLIMPSES OF UNFAMILIAR JAPAN

Hersey, John . . . . .	HIROSHIMA
Holmes, O. W. . . . .	THE AUTOCRAT OF THE BREAKFAST TABLE
Huxley, Aldous . . . . .	ON THE MARGIN
Irving, Washington . . . . .	THE ALHAMBRA
Jarrell, Randall . . . . .	POETRY AND THE AGE
Jeans, J. H. . . . .	THE UNIVERSE AROUND US
Kazin, Alfred . . . . .	ON NATIVE GROUNDS
Kinkead, Eugene . . . . .	SPIDER, EGG, AND MICROCOSM
Lamb, Charles . . . . .	ESSAYS
Lee, Sidney . . . . .	STRATFORD-ON-AVON
Lewis, C. S. . . . .	THE SCREWTAPE LETTERS
Lucas, E. V. . . . .	ALL OF A PIECE
Melville, Herman . . . . .	TYPEE
Montaigne, Michel de . . . . .	ESSAYS
Nordhoff, C. B. and J. N. Hall . . . . .	MUTINY ON THE BOUNTY
Orwell, George . . . . .	COLLECTION OF ESSAYS
Parkman, Francis . . . . .	THE OREGON TRAIL
Pritchett, V. S. . . . .	THE SPANISH TEMPER
Repplier, Agnes . . . . .	ESSAYS IN MINIATURE
Saint Exupéry, Antoine de . . . . .	WIND, SAND AND STARS
Stark, Freya . . . . .	BAGHDAD SKETCHES
Stauffer, Donald . . . . .	THE NATURE OF POETRY
Stevenson, R. L. . . . .	SELECTED ESSAYS
Stevenson, R. L. . . . .	INLAND VOYAGE and TRAVELS WITH A DONKEY
Swift, Jonathan . . . . .	THE PORTABLE SWIFT
Thoreau, Henry . . . . .	THE PORTABLE THOREAU
Thurber, James . . . . .	THE THURBER CARNIVAL
Tomlinson, Henry . . . . .	THE SEA AND THE JUNGLE
Toynbee, Arnold J. . . . .	CIVILIZATION ON TRIAL
Van der Post, Laurens . . . . .	VENTURE TO THE INTERIOR
Van Doren, Mark . . . . .	LIBERAL EDUCATION
Waln, Nora . . . . .	THE HOUSE OF EXILE
White, E. B. . . . .	ONE MAN'S MEAT
White, E. B. . . . .	SECOND TREE FROM THE CORNER
Whitehead, A. N. . . . .	DIALOGUES OF ALFRED NORTH WHITEHEAD
Wilson, Edmund . . . . .	CLASSICS AND COMMERCIALS
Woolf, Virginia . . . . .	THE COMMON READER
Woolf, Virginia . . . . .	A WRITER'S DIARY

## PLAYS

Minimum requirement: 8 plays

Anderson, Maxwell . . . . .	ELEVEN VERSE PLAYS
Anderson, Maxwell . . . . .	WINTERSET
Barrie, J. M. . . . .	THE ADMIRABLE CRICHTON
Barrie, J. M. . . . .	DEAR BRUTUS
Bentley, Eric <i>ed.</i> . . . .	MODERN THEATRE: AN ANTHOLOGY, VOLS. 1-3
Bentley, Eric <i>ed.</i> . . . .	THE PLAY
Chekhov, Anton . . . . .	PLAYS
Dickinson, T. H. . . . .	CHIEF CONTEMPORARY DRAMATISTS, FIRST SERIES
Eliot, T. S. . . . .	COMPLETE POEMS AND PLAYS, 1909-1950
Fitts, Dudley <i>ed.</i> . . . .	GREEK PLAYS IN MODERN TRANSLATION
Five Great Modern Irish Plays	
Galsworthy, John . . . . .	PLAYS
Goldsmith, Oliver . . . . .	SHE STOOPS TO CONQUER
Housman, Laurence . . . . .	VICTORIA REGINA
Ibsen, Henrik . . . . .	PLAYS
Molnar, Ferenc . . . . .	FASHIONS FOR MEN AND THE SWAN
O'Casey, Sean . . . . .	SELECTED PLAYS
O'Neill, Eugene . . . . .	PLAYS
Pirandello, Luigi . . . . .	PLAYS
Rostand, Edmund . . . . .	CYRANO DE BERGERAC
Shakespeare, William . . . . .	PLAYS
Shaw, G. B. . . . .	PLAYS
Sheridan, Richard . . . . .	PLAYS
Sherriff, Robert . . . . .	JOURNEY'S END
Sherwood, Robert . . . . .	ABE LINCOLN IN ILLINOIS
Strindberg, August . . . . .	MODERN SCANDINAVIAN PLAYS
Synge, J. M. . . . .	WORKS
Tucker, S. M. <i>ed.</i> . . . .	TWENTY-FIVE MODERN PLAYS
Watson, E. B. and B. Pressey <i>eds.</i>	CONTEMPORARY DRAMA: NINE PLAYS
Wilde, Oscar . . . . .	PLAYS
Wilder, Thornton . . . . .	OUR TOWN
Wilder, Thornton . . . . .	THE SKIN OF OUR TEETH
Yeats, W. B. . . . .	COLLECTED PLAYS

## POETRY

Minimum requirement: 100 pages

Auden, W. H.	COLLECTED POETRY
Benét, S. V.	JOHN BROWN'S BODY
Brooke, Rupert	COLLECTED POEMS
Ciardi, John	AS IF: POEMS NEW AND SELECTED
Cummings, E. E.	POEMS
De La Mare, Walter	THE BURNING GLASS, AND OTHER POEMS
Dickinson, Emily	POEMS
Eliot, T. S.	POEMS
Friar, Kimon and J. M. Brinnin eds.	MODERN POETRY
Frost, Robert	POEMS
Housman, A. E.	POEMS
Jeffers, Robinson	SELECTED POETRY
Keats, John	POEMS, ODES AND LYRICS
Lowell, Robert	LORD WEARY'S CASTLE
Mack, Maynard, L. Dean, and W. Frost eds.	MODERN POETRY
MacLeish, Archibald	COLLECTED POEMS
Masefield, John	POEMS
Masters, E. L.	SPOON RIVER ANTHOLOGY
Millay, Edna St. Vincent	COLLECTED LYRICS
Moore, Marianne	COLLECTED POEMS
Oxford Book of English Verse 1250-1900, <i>Chosen by A. T. Quiller-Couch</i>	
Oxford Book of Light Verse, <i>Chosen by W. H. Auden</i>	
Oxford Book of Modern Verse, <i>Chosen by W. B. Yeats</i>	
Palgrave, F. T. ed.	GOLDEN TREASURY
Ransom, J. C.	SELECTED POEMS
Robinson, E. A.	COLLECTED POEMS
Rossetti, Christina	POEMS
Sandburg, Carl	SELECTED POEMS
Shelley, P. B.	POEMS AND LYRICS
Stevens, Wallace	COLLECTED POEMS
Tate, Allen	POEMS
Thomas, Dylan	COLLECTED POEMS
Whitman, Walt	THE PORTABLE WALT WHITMAN
Williams, Oscar ed.	A LITTLE TREASURY OF MODERN POETRY
Yeats, W. B.	COLLECTED POEMS

*Bring this booklet with you when you come to college*

WHAT TO DO NOW

After you have taken time to study carefully this pamphlet and the college catalog, you should be ready to fill out the form for your Tentative Freshman Program, which will be finally approved after your conference with your Faculty Adviser in September. Choose a full program of courses from among those open to freshmen as listed in this pamphlet.

Before you put down your tentative selections, it is advisable that you re-read the section on "Planning the Freshman Program" on page 4.

Please send your Tentative Freshman Program form to the Recorder's office at Sweet Briar not later than August 15. It may be an advantage to return this form promptly, because registration in certain courses is limited and preference must be given in order of the receipt of the returned forms.

If you wish to take any achievement examination, you should write to the Dean before September 1, as stated on page 7.

TENTATIVE FRESHMAN PROGRAM

Name			
Last	First	Courses Chosen	Semester Hours
ENGLISH	I am especially interested in writing <input type="checkbox"/> yes <input type="checkbox"/> no	English 1, 2	3
HEALTH EDUCATION		Health Educ. 5	1
SOCIAL STUDIES 1-2			3
FRENCH, GERMAN, GREEK, LATIN, SPANISH, ITALIAN			
BIOLOGY, CHEMISTRY, PHYSICS			
OTHERS:			
Total:			







## CALENDAR FOR OPENING DAYS

(Subject to revision)

In addition to the following schedule of events, all entering students will be required to take physical examinations, speech tests and library tours during the opening days. Placement and achievement tests in German and in other subjects will be arranged for those wishing to take them.

### MONDAY, SEPTEMBER 21

6:00 a.m. Rooms ready for occupancy.

9:00 p.m. House meetings.

### TUESDAY, SEPTEMBER 22

8:30-9:30 a.m. Reading Test (required of all new students).

11:00-12:00 a.m. Achievement Test in Health Education.

12:05 p.m. Meeting with Administrative Officers (required of all new students).

1:30-3:30 p.m. French Achievement Test.

French Placement Test (required of all students offering French for admission).

2:45-4:45 p.m. Tests in piano and voice for admission to credit courses in Applied Music.

4:00-5:00 p.m. Spanish Achievement Test.

Spanish Placement Test (required of students offering Spanish for entrance who have not taken the Spanish Reading Test of the College Board).

5:15 p.m. Student Government Meeting (required of all new students).

9:00 p.m. Orientation Committee Party.

### WEDNESDAY, SEPTEMBER 23

9:00-10:00 a.m. Tests in piano and voice for admission to credit courses in Applied Music.

10:00-11:00 a.m. Music 1-2 Achievement Test (required of students who wish to take Applied Music for credit).

11:15 a.m. Open Forum: *Your College Course at Sweet Briar: Its Contest and Purpose* (required of all new students).

1:30-4:00 p.m. Conferences with faculty advisers.

2:00 p.m. Social Studies 1-2 Achievement Test.

5:00 p.m. Social Committee Meeting with new students.

6:00 p.m. Student Government picnic.

8:30 p.m. Handbook Classes for new students.

### THURSDAY, SEPTEMBER 24

8:30-10:30 a.m. Conferences with faculty advisers.

12:05 p.m. Meeting of all new students with Assistant Dean

2:30 p.m. Placement Test, students registered for Latin 7 or 9.

5:00 p.m. Handbook Classes for new students.

8:00-10:00 p.m. President's reception for new students.

### FRIDAY, SEPTEMBER 25

8:30 a.m. Registration for classes.

10:50 a.m. Handbook Classes for new students

12:05 p.m. Athletic Association Meeting for new students.

7:30 p.m. Convocation. Opening of 54th academic session.  
All students and faculty are expected to attend.

### SATURDAY, SEPTEMBER 26

8:30 a.m.-4:45 p.m. Morning classes meet 25 minutes each.  
Afternoon classes meet 20 minutes each.